

Evaluation of Teacher and Pupil Personnel Certificate Holders

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible and aligns to the pupil service staff's applicable national standards.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Certified support personnel, both non-instructional and pupil personnel, will be evaluated using a similar process. The supervisor may make adjustments to the procedure based on the position of the personnel. For example: the observation as described may not be appropriate. Non-instructional staff (nurses, school psychologists, counselors, therapists, instructional coaches, etc.) will be evaluated through the use of a rubric aligned to the *Charlotte Danielson Framework*. (See Forms 5340F1-5340F7)

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting them know that the supervisor is interested in their job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities and to align to District goals;
6. Provide an opportunity for each employee to discuss job problems and interests with their supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent or their designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation System and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the

District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;

7. Creating a plan for ongoing review of the District's Performance Evaluation System that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Meet with each employee to discuss job performance at least annually;
3. Completing Performance Evaluations as required; and

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

The Certified Employee Evaluation Program procedures are not intended to limit an administrator's additional supervisory responsibilities.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The record of the evaluation will be kept in the employee's personnel file. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data may be considered to determine professional development offerings.

The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "Basic" or "Unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: Sixty Seven Percent (67%) of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios.

Student Achievement: Thirty Three Percent (33%) Instructional staff evaluation ratings must, in part, be based on measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years' data.

Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based:

- All instructional or pupil service staff employees must also be evaluated across all domains:
 - Domain 1 – Planning and Preparation
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Outcomes
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Designing Student Assessments
 - Domain 2 – Learning Environment
 - 2a: Creating an Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d: Managing Student Behavior
 - 2e: Organizing Physical Space
 - Domain 3 – Instruction and Use of Assessment
 - 3a: Communicating With Students
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Using Assessment in Instruction
 - 3e: Demonstrating Flexibility and Responsiveness
 - Domain 4 – Professional Responsibilities
 - 4a: Reflecting on Teaching
 - 4b: Maintaining Accurate Records
 - 4c: Communicating with Families
 - 4d: Participating in a Professional Community
 - 4e: Growing and Developing Professionally
 - 4f: Showing Professionalism

Leadership

Qualifications for Advanced Professional Endorsement – An Advanced Professional certified instructional, or pupil service staff person shall be considered to have demonstrated professional leadership if she/he meets any of the following criteria:

1. Has received a Master Educator Premium or National Board Certification for those years the premium or certifications is held.
2. Serves on a district leadership committee or other committee providing guidance to the district, a department, program, or school building. (Examples include: curriculum committee, Teacher Advisory Council, Strategic Planning Committee)
3. Serves on a site-based committee providing guidance, direction to staff or one that makes site-based decisions. (Examples include: Department Chair, Grade Level Team Chair, Building Leadership Team Member, RTI Team Member, PBIS Team Member, MTSS Team Member, Community Public Relations)
4. Serves in a leadership position in a professional association related to public education
5. Serves on a community or state group/organization that works to benefit public education.
6. Serves in a leadership position in the local education association.
7. Documents providing mentoring, collegial support or professional development to staff and pre-service educators
8. Staff working as an instructional coach, co-curricular academic advisor, professional learning community leader, and a lead for other groups, teams, or roles supporting students and the district.

Meeting with the Employee

Pre/Post Observation Meeting between supervisors and employees may be scheduled periodically. During these meetings, an open dialogue should occur which allows the exchange of performance-oriented information. The employee should be informed of how they have performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Pre/Post Observation Meetings should include, but not be limited to, the following: job responsibilities, performance of duties, progress on goals, and attendance. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

Communication of Results: Each formal evaluation shall include a meeting with the affected employee to communicate evaluation results within a reasonable amount of time of the formal observation. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments they desire. Inform the employee that they may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that they have been given a copy and initial after supervisor's comments.

No earlier than seven days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the evaluation in a confidential manner to the Superintendent, or the designee. The supervisor will also retain a copy of the completed form.

Individualized Professional Learning Plan

Each certificated staff member shall have an individualized professional development plan based on the Idaho framework for teaching evaluation outlined in IDAPA 08-02-02-120 and developed by the staff member and their evaluator. This plan shall include goals based on the individual's strengths and areas the staff member and their evaluator seek to emphasize or needed growth.

Rebuttals/Appeal

Within seven days from the date of the evaluation meeting with their supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The amended evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation form as requested by the employee then, the employee may request, in writing, to have the Superintendent, or designee, review the evaluation. The request shall contain the specific area or areas the employee is rebutting. The Superintendent or designee will review the evaluation, the written response of the supervisor, the employee's rebuttal, and any other pertinent

information. Within 10 working days of the written request from the employee, the superintendent or designee will make a determination if the specific area or areas of the evaluation will be amended or remain as written by the supervisor. The Superintendent may ask for input from other knowledgeable personnel, if needed. The final evaluation, supervisor's response, Superintendent's response, and written rebuttal will be placed in the personnel file.

Personnel Action

If the employee's performance is not satisfactory, the superintendent or designee may recommend to the board that the employee be placed on probation.

If the Certified Employee's performance is found to be not satisfactory, the board will establish a defined period of probation of not less than eight (8) weeks. Upon completion of such probationary period, the board will determine whether the employee will be retained; immediately discharged; discharged at the end of the current contract; or reemployed at the end of the current contract on a continued probationary status.

Placing the employee on probation does not preclude the district from later determining, via evaluation, that the employee's performance is not satisfactory and establishing a subsequent period of probation.

Should any action be taken as a result of an evaluation to not renew an individual's contract the district will comply with the requirements and procedures established by state law.

Unsatisfactory Determination

The evaluator is required to include written comments on the Teacher Evaluation Summary describing the criteria resulting in any element being marked as "unsatisfactory"

Whenever a teacher receives an evaluation on which his/her performance in one or more elements is deemed to be "unsatisfactory" by the evaluator, a Professional development Plan or Formal Improvement Plan may be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been "unsatisfactory" on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

Repeat Unsatisfactory Determination (Formal Improvement Plan)

Whenever a teacher receives a second evaluation on which his/her performance is deemed to be "unsatisfactory" in the same element(s) as cited in the previous evaluation or whenever a teacher receives a third consecutive evaluation citing any performance element as "unsatisfactory," the teacher shall be placed on a Formal Improvement Plan (duration to be determined by the evaluator). The formal Improvement Plan shall focus on the area(s) that were deemed to have been "unsatisfactory" on the evaluation. If the teacher has not completed the Formal Improvement Plan successfully and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board of Trustees, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent and/or violates the Code of Ethics for Idaho Professional Educators.

Formal Probation

The Formal Probation Plan will focus on those elements requiring improvement. A determination at the end of the formal probationary period will result in a recommendation to the board of trustees to 1) remove the certified employee from probation, 2) continue the probation for a specified time period, or 3) not renew the certified employee's contract

Monitoring of Evaluation Plan and Policy

The protocol and policy for the teacher evaluation plan will be made available online. Stakeholders including teachers, parents and board will have input as part of the ongoing review of the teacher evaluation plan.

As needed, a certified Employee Evaluation committee composed of teachers, board members, administrators, and parents, may be convened to review the system used for staff evaluations. Recommendations from the committee for modifications will be submitted to the Superintendent and upon approval will be submitted for Board approval.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the District's evaluation system shall be resubmitted to the State Department of Education for approval. The District shall report annually to the State Department of Education:

1. The summative ratings;
2. The number of components rated as unsatisfactory;
3. The percentage of the certificated personnel's students who met their measurable student achievement or growth targets or student success indicators;
4. The measures that were used; and
5. Whether an individualized professional learning plan is in place for all certificated personnel evaluations.

The District is committed to a performance evaluation system for all certificated personnel. The primary purpose of this evaluation system is to foster continuous professional development and growth, assist personnel in achieving District goals, and inform personnel actions. This policy applies to all certificated personnel.. The Superintendent is directed to create procedures that align with the **Charlotte Danielson Framework for Teaching, 2022 Edition**.

The District's evaluation system is designed as a **Coaching for Growth Model** built on the following core principles:

- **Growth Mindset:** We believe in the potential of every staff member to continuously improve. The evaluation system's primary purpose is professional development and growth.
- **Collaborative Coaching:** Administrators will serve as coaches and partners, working alongside staff to identify strengths, set goals, and implement strategies for improvement.
- **Ongoing Feedback:** Evaluation is a continuous process. Frequent, constructive feedback is essential for sustained growth.
- **Data-Informed Decisions:** We will use relevant data from multiple sources to inform discussions, celebrate successes, and target areas for development.
- **Streamlined Process:** The **PowerSchool** evaluation platform will be used to simplify scheduling, documentation, and data tracking, making the process more efficient for everyone.

Evaluation Components and Structure

The evaluation process will consist of at least 4-6 ongoing **mini-observations** throughout the year, culminating in a single **Summative Meeting** to be completed by no later than June 1st for each annual contract year of employment. Each individual staff member will be evaluated based on their own merits.

A. Mini-observations

- **Frequency:** four to six mini-observations will be conducted throughout the school year. Suggested pace would be monthly mini observations starting in September.
- **Duration:** Each mini-observation will be at least 15 minutes in length.
- **Focus:** In-class observations will primarily focus on Danielson **Domain 2 (Learning Environments)** and **Domain 3 (Learning Experiences)**. Administrators will also consider **Domain 1 (Planning and Preparation)** and **Domain 4 (Principled Teaching)** holistically, based on their ongoing interactions and observations of the staff member's overall practice.
- **Purpose:** These observations are designed as ongoing coaching collaborations to provide immediate feedback (following each mini-eval), celebrate successes, and engage in reflective conversations.

B. Summative Meeting

- **Purpose:** The summative meeting will be a comprehensive discussion of the staff member's progress throughout the year, reviewing data from mini-observations and other relevant sources. The meeting will include celebrating achievements and collaboratively discussing goals for the upcoming year.

Student Achievement:

Instructional staff evaluations will include measurable student achievement or student success indicators relevant to the subjects and grade levels they teach. Student achievement goals will be based on proficiency rates that align with district objectives. These goals will be incrementally adjusted each year to reflect our performance and continued growth.

Student Achievement Rubrics:

The administrator and staff member will collaboratively determine which student achievement metric is most appropriate for the staff member's specific student population and goals.

Rebuttals/Appeal

The first step in addressing any disagreement or question during an evaluation should be a direct conversation between the primary evaluator and the person being evaluated. This helps resolve concerns before they become larger issues.

Within seven days from the date of the evaluation meeting with their supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation/observation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation/observation requested.

If a written rebuttal/appeal is received by the supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation/observation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation/observation as requested.

If the supervisor chooses to amend the evaluation/observation as requested by the employee then the amended copy of the evaluation/observation will be provided to, and signed by, the employee. The amended evaluation/

observation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation /observation form as requested by the employee then, the employee may request, in writing, to have the Superintendent, or designee, review the evaluation/ observation. The request shall contain the specific area or areas the employee is rebutting. The Superintendent or designee will review the evaluation/ observation, the written response of the supervisor, the employee's rebuttal, and any other pertinent information. Within 10 working days of the written request from the employee, the superintendent or designee will make a determination if the specific area or areas of the evaluation/ observation will be amended or remain as written by the supervisor. The Superintendent may ask for input from other knowledgeable personnel, if needed. The final evaluation/ observation, supervisor's response, Superintendent's response, and written rebuttal will be placed in the personnel file.

Staff do not get to select who completes their evaluation. If there is a conflict of interest another administrator within the same building may be assigned by the superintendent.

Personnel Action

If the employee's performance is not satisfactory, the superintendent or designee may recommend to the board that the employee be placed on probation.

If the Certified Employee's performance is found to be not satisfactory, the board will establish a defined period of probation of not less than eight (8) weeks. Upon completion of such probationary period, the board will determine whether the employee will be retained; immediately discharged; discharged at the end of the current contract; or reemployed at the end of the current contract on a continued probationary status.

Placing the employee on probation does not preclude the district from later determining, via evaluation, that the employee's performance is not satisfactory and establishing a subsequent period of probation.

Should any action be taken as a result of an evaluation to not renew an individual's contract the district will comply with the requirements and procedures established by state law.

Formal Improvement Plan

When a teacher's performance is rated as "unsatisfactory," or in cases of policy violations or egregious conduct, a Formal Improvement Plan may be created collaboratively with the evaluator. This plan is typically in effect for 6 to 9 weeks.

If the teacher does not successfully complete the plan, and the evaluator has fulfilled their support responsibilities, the teacher may be recommended by the evaluator for Formal Probation to the School Board of Trustees. A certified employee may also be placed on formal probation or terminated for actions that are criminal, grossly negligent, or in violation of the Idaho Code of Ethics for Professional Educators.

Formal Probation

The Formal Probation Plan will focus on those elements requiring improvement. A determination at the end of the formal probationary period will result in a recommendation to the board of trustees to 1) remove the certified employee from probation, 2) continue the probation for a specified time period, or 3) not renew the certified employee's contract.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

The District shall report annually to the State Department of Education:

1. The summative ratings;
2. The number of components rated as unsatisfactory;
3. The percentage of the certificated personnel's students who met their measurable student achievement or growth targets or student success indicators;
4. The measures that were used; and
5. Whether an individualized professional learning plan is in place for all certificated personnel evaluations.

Legal References:	IC § 33-514	Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation
	IC § 33-515	Issuance of Renewable Contracts
	IC § 33-518	Employee Personnel Files
	IC § 33-1001	Foundation Program — State Aid — Apportionment - Definitions
	IDAPA 08.02.02.120	Local District Evaluation Policy

Cross Reference: *Policy 5340F1 Teacher*
~~*Policy 5340F2 Instructional Specialist*~~
~~*Policy 5340F3 Library/Media Specialist*~~
~~*Policy 5340F4 School Nurse*~~
~~*Policy 5340F5 School Counselor*~~
~~*Policy 5340F6 School Psychologist*~~
Policy 5340F7 Therapeutic Specialist

Policy History:

Adopted on: 03/25/2008
Revised on: 12/20/2011
Revised on: 06/26/2012
Revised on: 10/23/2012
Revised on: 08/27/2013
Revised on: 06/24/2014
Revised on: 10/28/2014
Revised on: 12/15/2015
Revised on: 06/27/2016
Revised on: 02/28/2017
Revised on: 07/25/2017
Revised on: 09/26/2017
Revised on: 03/20/2018
Revised on: 06/22/2021
Revised on: 11/16/2021
Revised on: 11/28/2023
Revised on: